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## **Policy on Reappointment, Promotion, Tenure and Cumulative Review**

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**School of Media & Strategic Communications  
Oklahoma State University  
Stillwater, Oklahoma**

*Approved by the Faculty - May 1992*

*Revised 5/97, 11/98, 2/02, 2/13, 10/13, 8/15, 1/16, 4/16*

**Criteria, Standards and Procedures**  
for Appointment, Evaluation, Tenure, Promotion and Cumulative Review  
*School of Media & Strategic Communications*  
*Oklahoma State University*

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## **I. GOALS AND OBJECTIVES**

The professorate is more than a singular pursuit. It requires a mosaic of contributions through quality teaching, meaningful research/creative endeavors, and dedicated service.

The School of Media & Strategic Communications (SMSC) serves a variety of constituencies — students who need competent instruction, media organizations that benefit from public service, a university community that recognizes the centrality of communications, the academy that benefits from meaningful research and a society-at-large that becomes better informed through the creation and application of knowledge in the discipline.

These responsibilities require a faculty with an appropriate balance of professional experience, academic credentials, teaching excellence and a commitment to extend knowledge beyond the campus through scholarly publication, creative endeavors and public service.

A faculty must match a program's goals. As an academic unit with a strong professional component at the undergraduate level, the School of Media & Strategic Communications seeks to impart to students:

1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.
2. An understanding of the relevance of human diversity in mass communications.
3. An understanding of the history and social role of mass communications.
4. The ability for critical, creative and individual thinking.
5. An understanding of the relevant theories and concepts of mass communications.
6. An understanding of the methods and techniques of research and information gathering.
7. Appropriate writing, editing and production techniques in mass communications.
8. An understanding of relevant planning and management methods in mass communications.

Beyond the classroom, the School expects its faculty members to contribute in each of these areas:

- Scholarly research or creative endeavors or both that extend and apply knowledge.
- Service to the university, to the profession and to the public, in keeping with the university's land-grant heritage.
- Advancing the reputation and impact of Oklahoma State University in the state, the nation and the world.

The School seeks to appoint, grant tenure and promote those candidates whose quality, quantity and diversity of talents best serve these goals.

This document provides the criteria, standards and procedures for evaluation of faculty performance in achieving this mission in instruction, scholarship and service. It is a document consistent with the policies and procedures for appointment, evaluation, tenure and promotion and cumulative review established in the OSU Faculty Handbook.

## **II. COMPOSITION AND OPERATION OF THE PERSONNEL COMMITTEE**

### **A. General Statement of the Duties of the Personnel Committee**

The duties of the Personnel Committee are to advise on appointment, reappointment, tenure, promotion and cumulative review. The committee also advises and assists the School Director in appointing ad hoc search committees of faculty members. The Personnel Committee also will assist the Director in developing a suitable description for the position of the search. A member of the Personnel Committee shall serve on each search committee. Each search committee shall elect a tenured faculty member as its chair. Members of the Personnel Committee are eligible to serve on ad hoc committees.

To assist with and facilitate faculty development, the Personnel Committee will meet with all untenured faculty members early in the fall semester to ensure proper mentoring. The committee will advise the Director in providing a tenured faculty mentor for each untenured faculty member.

#### **1. Duties Regarding Reappointment, Tenure, Promotion and Cumulative Review**

The Personnel Committee will review and process requests on reappointment, tenure, promotion and cumulative review when the individual faculty member, a member of the Personnel Committee or the School's Director presents them. It will act on matters according to established School, College and University policies.

**2. Procedures Regarding Reappointment, Tenure, Promotion and Cumulative Review**

In reappointment, tenure, promotion and cumulative review deliberations, all members of the Personnel Committee must be present. All tenured faculty members are eligible and encouraged to participate and vote on such personnel actions. Any minority opinions must be included in the committee's recommendation letter if there is a split vote.

**B. Composition of the Personnel Committee**

The Personnel Committee of the School of Media & Strategic Communications will be composed of at least three but no more than five tenured faculty members on a 100 percent FTE appointment in the School. Faculty members who are undergoing cumulative review must recuse themselves from consideration of their own cumulative review but will still retain eligibility as members of the committee. Committee members are elected to a one-year term at the beginning of each academic year. All faculty members with a 100 percent FTE appointment in the School are eligible to participate in the election of the committee members.

If a unit cannot complete its personnel committee with voting faculty of appropriate rank from within the unit, members of the committee in consultation with the unit administrator will solicit faculty from similar departments or disciplines at the University to assist the personnel committee with the review and recommendation.

**C. Officers of the Committee**

Members of the Personnel Committee will elect a chair at the first meeting each year.

D. Meetings of the Committee

The Personnel Committee will meet upon call by the committee chair, by the School Director or by a signed petition from a majority of all faculty members with a 100 percent FTE appointment in the School.

Robert's Rules of Order will be the standard for committee procedures.

E. Confidentiality of Deliberations

All deliberations of the Personnel Committee regarding reappointment, tenure, promotion and cumulative review will be confidential.

F. Notification of the Candidate

The School's Director will notify the candidate when he or she is to be considered for reappointment, tenure, promotion or cumulative review and the candidate will be invited to submit evidence supporting the candidacy. The candidate will have separate meetings early in the fall semester with the School's director to discuss policies for their personnel action. The director will provide the candidate and the Personnel Committee with a schedule of when the School's materials are due. The faculty member and the School Director share responsibility for preparing the documentation file that is forwarded to the Dean's Office and that is described elsewhere in this document.

When the Personnel Committee's recommendation is complete, it will inform the candidate of the recommendation and deliver to the candidate a copy of the original letter concerning the action as well as a copy to the Director. The original recommendation letter will be added to the documentation file for review by the School Director.

### **III. PROCEDURES FOR ANNUAL EVALUATIONS**

The criteria for assessing faculty performance described below are used to judge the level of quality in teaching, research/creative endeavors and service for each of the evaluation procedures conducted in the School. These include initial appointment to faculty positions, annual review of all faculty members for merit salary increases, reappointment of both tenure-track and annually appointed faculty, the tenure review process (which includes reappointment and the review for tenure) cumulative review and promotion in rank. A description of the application of these criteria and standards for each procedure follows.

With the exception of the initial faculty appointment, the procedures described below rely on documentary evidence for faculty performance. These materials are submitted annually by all faculty members. Use of the “Appraisal and Development” (A & D) form provides a standardized reporting mechanism. All faculty members should use the form and attach other supporting materials to document their work in teaching, research/creative endeavors and service.

#### **A. Initial Appointment**

Candidates are recommended for initial appointment only after the School’s faculty has assessed the candidate’s level and quality of academic preparation, professional experience and potential contributions as a faculty member.

During the search for a new faculty member, the expected credentials must be clearly stated in the job description, which must be circulated nationally. The letter of offer will clearly state the performance expectations of the faculty member in terms of eligibility for tenure and promotion.

In the case of a tenure-track appointment the faculty member customarily goes through a mid-tenure review as specified by the College of Arts & Sciences. Appointment with tenure is possible at the level of associate professor or professor.

## **1. Traditional Academic Appointment – Tenure Track**

A doctoral degree is the usual prerequisite for appointment to one of the academic ranks in the School. An appointment at the rank of lecturer may be made in anticipation of obtaining the terminal degree. When such an appointment is made, it will be with the written agreement that the doctorate must be obtained within a specified time to qualify for retention.

## **2. Professional Appointment – Tenure Track**

When a candidate has such a high profile in her/his profession that the appointment will bring recognition and add to the School's national reputation and in such cases that an appointment at the level of a clinical professor is not appropriate, a candidate without a terminal degree shall be considered for a tenure track appointment. Although the School recognizes that accomplishments or experience other than the terminal degree may qualify a candidate for a tenure track appointment, these candidates will be held to the same standards and level of performance as their tenure-track peers in terms of teaching, research/creative activity and service and have the same requirements for promotion and tenure.

## **3. Non-Tenure Track Appointments**

As noted in OSU Policy and Procedures 2-0903, “Clinical faculty appointments are renewable term, nontenure track appointments at the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor and Clinical Professor.” Clinical appointments are intended to offer a career path to individuals who have professional experience and qualifications, in contrast to the traditional teaching, research and service experience and qualifications of tenure-track faculty.

Clinical Instructors, Clinical Assistant Professors, and Clinical Associate Professors will be eligible to seek promotion after appropriate time of service in rank.

## **B. Annual Merit Evaluation**

The School uses the calendar year as the period for annual faculty evaluations. The following section outlines the procedures and requirements for annual evaluation of all faculty members.

### **1. Annual Review Materials**

Each faculty member shall submit an annual summary of activities using the Appraisal and Development Form, along with supporting materials, for the preceding calendar year only. The faculty member will also provide an updated vita.

Materials to be used in assessing teaching performance shall be in accord with the SMSC evaluation of teaching policy. For research/creative work, the faculty member shall submit copies or evidence of any work published or produced during the calendar year. For work in progress, the faculty member shall submit materials to demonstrate the work that has been done to date, along with an estimate of the eventual outcome(s) of the project. For service, the faculty member should provide supporting materials beyond the listing of service activities, especially for external and professional service or activity as an officer of an academic or professional organization. Supporting materials can be in the form of announcements, meeting documents, websites or letters.

### **2. Conduct of Evaluations**

The Director shall prepare a written annual evaluation for each faculty member at least two weeks before the university deadline for faculty evaluations.

The Director will assess each faculty member's performance in each area of work for which time was allocated as "outstanding," "excellent," "good," "minimal" or "inadequate." The Director will also make an overall assessment of each faculty member's performance, again using one of the five assessment categories listed above.

Each faculty member will have the opportunity to review the written evaluation before it is submitted to the next administrative level. Faculty members will schedule a meeting to discuss the evaluation with the director before the evaluation is submitted to the next administrative level. Each faculty member must sign a statement acknowledging the opportunity to review the evaluation with the director. If there is a disagreement between the faculty member and the Director over the appraisal statement that is not resolved during the meeting, both the faculty member and the Director should consult the OSU Policies and Procedures 2-0112 par. 2.07 to learn their options.

### **3. Evaluation Criteria**

The following assessment categories are used to evaluate faculty. Each category is defined as stated below and in Section 4 of this document.

**Category A: Outstanding (Performance exceeds all expectations associated with the faculty position. The faculty member's work brings honor and/or recognition to the School's reputation at the state, regional, national or international level.)**

- In research, the faculty member has produced research or creative activity of the highest level, which has brought honor and/or recognition to the state, regional, national or international reputation of the School;
- In teaching, the faculty member consistently provides outstanding instruction (including any awards associated with classroom performance and/or pedagogy);
- The faculty member has a record of outstanding service that has brought honor and/or recognition to the department and/or university and/or the profession at the state, regional, national or international level.

**Category B: Excellent (Performance creates original and/or significant contributions beyond expectations associated with the faculty position. The faculty member's work enhances to School's reputation at the state, regional, national or international level.)**

- In research, the faculty member has an excellent record of scholarly or creative activity that has contributed to the state, regional, national or international reputation of the School;
- In teaching, the faculty member consistently provides excellent instruction;
- The faculty member has an excellent record of service to the department and/or university and/or the profession at the state, regional, national or international level.

**Category C: Good (Performance more than meets expectations associated with the faculty position. The faculty member's work benefits the School's reputation at the state, regional, national or international level).**

- In research, the faculty member has a good record of scholarly or creative activity that has contributed to the state, regional, national or international reputation of the School;
- in teaching, the faculty member consistently provides good instruction;
- the faculty member has a good record of service to the department and/or university and/or the profession at the state, regional, national or international level.

**Category D: Minimal (Performance meets only minimum expectations associated with the faculty position. The faculty member's work has minimal impact on the School's reputation at the state, regional, national or international level).**

- In research, the faculty member maintains minimum record of scholarly or creative activity;
- In teaching, the faculty member maintains acceptable record of instruction;
- The faculty member maintains minimum record of service to the department and/or university and/or the profession at the state, regional, national or international level.

**Category E: Inadequate (Performance fails to meet minimum expectations associated with the faculty position. The faculty member's work diminishes the School's reputation at the state, regional, national or international level).**

- In research, the faculty member fails to maintain minimum record of scholarly or creative activity;
- In teaching, the faculty member fails to maintain minimum acceptable record of instruction;
- The faculty member fails to maintain minimum record of service to the department and/or university and/or the profession at the state, regional, national or international level.

#### **IV. PERFORMANCE CRITERIA**

The evaluation of faculty is based on the quality of performance in teaching, research and/or creative endeavors and service. Faculty provide evidence for this performance on an annual basis by compiling materials that establish the range, quality and context for the work they have accomplished in each of these areas.

The following guidelines and criteria are provided to suggest the standards against which a faculty member's performance will be assessed in each of the three areas of faculty responsibility.

##### **A. Teaching**

Teaching encompasses a range of faculty activity, including planning and teaching courses, creation of courses, student advising and supervision of graduate students.

Most of the information available for making an assessment of the success and quality of teaching is subjective rather than objective. As a result, the School uses a variety of criteria for the evaluation of teaching.

Each faculty member, as part of the reappointment, tenure and promotion or cumulative review process, shall prepare a compilation of materials on the courses taught and other teaching activities accomplished since their initial appointment or most recent promotion. The School expects the following types of information as part of this "portfolio" approach.

- Evidence of effectiveness in classes and/or labs.
- Appropriate preparation of syllabi and instructional material.
- Evidence of the appropriateness of methods for measuring student achievement
- Reports of student evaluations.
- A self-report on non-classroom instructional and curriculum-related activity.
- Evidence of performance in student advising such as on a thesis committee or independent study supervisor.

## **1. Classroom/Lab Teaching**

Each faculty member will provide a summary report on activities associated with assigned class sections during the year. Providing context is the primary purpose of the summary report. It should begin with a listing of each course, of the enrollment in the course and of the type of course (lecture, lab, etc.), followed by a statement on how often and how many times the faculty member has taught each course. In the rest of the report, the faculty member may address course content and strategies, efforts to revise or introduce innovations into courses, collaboration with other faculty members on course development, development of new courses, and preparation for teaching an existing course for the first time. The summary report must also address how the faculty member gets feedback from students about the instruction in courses.

The summary report should also include the faculty member's analysis of any special circumstances that may have an effect on the quality of instruction. Such circumstances can include factors such as class size, whether a class is required or is elective, whether a class is graduate level and the stringency of academic or professional standards used in a class.

## **2. Syllabi and Instructional Materials**

Faculty members shall provide copies of their syllabi. Examples of major instructional materials also may be provided.

SMSC course syllabi must include:

- Statement of course purpose, goals, objectives and student learning outcomes;
- Assigned textbook/readings and course readings list;
- Statement of student grading and assessment standards and procedures;
- Schedule of class dates and topics;
- Listing of assignments, graded projects and examinations;
- Faculty office hours, address, phone number and email.

Faculty members are to submit copies of syllabi to the Director's office by the beginning of classes for each semester, summer session or intersession. If modifications are made to a syllabus, the revised version should be filed with the School with the date of revision marked.

### **3. Measuring Student Achievement**

Appraisal of the appropriateness of methods for measuring student achievement calls for faculty members to report on how the courses they teach relate to the Eight Learning Outcomes for the School, which are tied to the AECJMC accreditation standards. In general, the faculty member should explicitly state the academic and/or professional standards that are being applied and how measuring student achievement promotes the meeting of those standards. This portion of the teaching portfolio will also provide information relevant to assessment of student outcomes for the school as a whole.

### **4. Student Evaluations of Teaching**

Statistical forms students complete for evaluation of the effectiveness of teaching are a useful but subsidiary part of the annual evaluation of the teaching performance of faculty members in the School. Their usefulness is mainly in helping to assess teaching over an extended period, however, rather than a semester at a time. The School's course schedule each semester includes many types

of classes such as large undergraduate lectures, small professional lab classes, large required core curriculum courses, small undergraduate academic classes and small graduate classes. Comparison of results in SMSC classes to classes throughout the university is untrustworthy because of the number of low-enrollment sections in the school and because of the essential professional standards in required classes.

Students evaluate faculty members using the OSU course evaluation form for each course section they teach. Faculty members must be evaluated using these forms each semester for each course they teach. All faculty members are urged to get feedback by encouraging students' written comments and by providing supplementary questions beyond those on the standard evaluation forms. Administration of student evaluation forms is to occur without the instructor present.

Faculty members are responsible for providing copies of the summary forms for evaluations and of any written student comments.

## **5. Non-Class Instructional and Curriculum-Related Activity**

Faculty members who arrange, direct and supervise students in a media practicum section, independent study, internships and graduate theses should submit information about those activities.

Advising of graduate students, service as the chair or a member of a graduate student's committee and advisory work with graduate students on research or other projects should be addressed in this subsection.

Training and/or supervision of graduate teaching assistants should be addressed in this subsection.

Other types of activities that should be addressed in this part of the portfolio include voluntary teaching in other faculty members' classes, work with groups of faculty members on course development and revision, and mentoring of faculty members in their teaching.

Evidence of activity outside of the School in pedagogical or academic work should also be submitted in this part of the portfolio.

## **6. Advising**

Advising of thesis, honors projects or independent study is considered part of teaching for purposes of the annual evaluation. Efforts in career and professional advising should be addressed here as well. Those who engage in such advising should provide any materials or documentation that will help in the performance review.

### **B. Research/Creative Work**

Our faculty and students seek to contribute to a greater understanding of the power and impact of mass communications and work toward their improvement as a mechanism for ensuring the freedoms of a democratic society. Faculty in the SMSC are expected to make original intellectual or artistic contributions through scholarship, either as original research, creative work in journalism and mass communications, interdisciplinary scholarly work, guiding graduate students' research or the use of specialized knowledge to address significant social or professional problems.

Communication research is not a narrow, or even easily defined, endeavor. Our discipline encompasses scholars in law and the medical sciences, as well as all of the social sciences. Research and creative endeavors in our discipline routinely appear not only in mass communication outlets but also in professional and scholarly outlets in related fields, such as, business, law, medical, health, history, psychology, art, education and in other social science and natural scientific venues.

Because our discipline has a strong professional orientation, scholarship in our discipline can also constitute creative endeavors in any of the mass media. Because assessments of quality are important in the academy, we believe all professional and creative work should be externally evaluated, in whatever manner is appropriate to the work, so that colleagues who are not in our discipline can independently determine the quality of professional or creative activity for purposes

of annual review, tenure and promotion.

## **1. The Nature of Research and Creative Work for Our Discipline**

Evaluation of faculty performance in this domain is focused on (but is not necessarily limited to) these items listed in alphabetical order:

- Articles in academic journals (including on-line journals)
- Articles in law journals or law reviews (including on-line journals)
- Academic Conference paper presentations
- Book or Article reviews
- Books
- Bulletins
- Chapters in books or articles in anthologies
- Citations of one's work
- Conference or meeting proceedings
- Final reports from grant activities
- Grant applications and extramural funding
- In-house publications
- Magazine articles
- Miscellaneous printed reports
- Multimedia works
- Newspaper articles
- Online works
- Photographic works and exhibitions
- Radio/TV programs written
- Radio/TV programs produced
- Research or technical reports
- Trade publications
- Works in progress

## **2. Criteria for Evaluation of Research and Creative Endeavors**

Keeping in mind the difficulty inherent in evaluating research and creative endeavors by merely counting the number of published works, evaluation of performance in this area must by necessity take into account the quality and significance of the work. Peer review is the standard for determining quality, which will vary according to the kind of publication, report or other format. Impact and significance of the work are also important indicators of quality.

Criteria appropriate for evaluating the quality of research and creative endeavors include such dimensions as the quality of journals, indicated by rejection rates and other measures of prestige. The nature of authorship (either first or sole authorship), or the nature of collaboration are also considerations. The candidate can also provide evidence of the quality of articles by citation, among other indices of an article's impact on the field. Sole and first authorship are deemed more meritorious than papers published as second or third (etc.) author, though evidence of collaborative skills is also important. Another indication of quality is a manuscript invited for revision and resubmission.

### **C. Service**

Every faculty member is expected to make significant contributions to the School's wide range of constituencies. The service component involves contributions to the profession, the academic discipline, the university and the public.

When determining the faculty member's contribution, the focus is on the leadership level and the quality of involvement. Service cannot be the major grounds upon which tenure or promotion are based.

Faculty activities, as a general rule, are considered to be valid service to the profession, discipline or university, only when they are performed using competencies relevant to the faculty member's

role or area of specialization or both at the university. These categories are not intended to be hierarchical.

### **1. Service to the Profession**

This includes assisting and sharing knowledge with a communication organization or audience. Criteria in this category are focused on (but not necessarily limited to) these items:

- Paid freelance work for a communication organization.
- Paid consulting work for a communication organization.
- Unpaid freelance or consulting work for a communication organization, other schools, government, etc.
- Representing the profession in public forums (e.g., expert testimony).
- Cultivating productive relations with outside constituents (newspapers, radio stations, advertising agencies, etc.).
- Professional Conference Presentations
- Professional Blog Posts

### **2. Service to the Academic Discipline**

This includes taking an active role in scholarly associations and academic publications. Criteria in this category are focused on (but not necessarily limited to) these items:

- Holding an office, serving as a committee chair or other administrative responsibilities in an appropriate scholarly and professional organization.
- Planning and participating in programs, seminars and workshops that contribute to serving the School's professional and academic constituencies.
- Serving as journal editor or editorial board member for a professional organization's publication.
- Serving as a peer reviewer of articles, manuscripts submitted to refereed journals, book publishers.

- Serving as a peer reviewer of papers/abstracts for inclusion in proceedings or presentation at a professional meeting or both.
- Giving speeches and other activities that contribute to the discipline.
- Judging professional and academic contests related to the School's mission.
- Attending professional meetings.

### **3. Service to the University**

This includes activities performed for the School, College or University. Criteria in this category are focused on (but not necessarily limited to) these items:

- Supervising student media and laboratories.
- Sponsoring and advising student organizations.
- Serving as chair of School, College and University committees.
- Serving as a member of School, College and University committees (Faculty Senate, Graduate Council, etc.)
- Serving as outside reviewer of candidates for tenure and promotion.
- Recruiting outstanding students to the School and engaging in promotional activities.
- Receipt of service awards, honors and grants.
- Participating in fundraising activities on behalf of the School.
- Mentoring faculty members.
- Attending School-sponsored activities (lectures, receptions, etc.).
- Attending and participating in School faculty meetings.

### **4. Service to the Public**

This includes activities that faculty perform for the local, regional or national community in which they live. Criteria in this category are focused on (but not necessarily limited to) these items:

- Providing academic/professional expertise to the public.
- Serving as a member of various city, county, state and regional committees.
- Serving as a member of a community organization or service club (i.e. member of board of directors of a nonprofit agency, etc.).

## **5. Administrative Duties**

This includes a range of administrative activities of faculty in the School who serve in a variety of management and administrative capacities, including the School's director, associate director for undergraduate affairs, associate director for graduate studies, program heads and other faculty with similar responsibilities.

## **V. PROCEDURES FOR REAPPOINTMENT, PROMOTION, TENURE AND CUMULATIVE REVIEW**

### **A. Tenure, Reappointment and Cumulative Review**

Qualifying for tenure and promotion derives from a balance of teaching, research/creative endeavors and service.

#### **1. Standards for Tenure**

Section 1.4.2 of the OSU Faculty Handbook provides guidelines for attainment of tenure. All rules enumerated below are subject to relevant sections of the OSU Policy & Procedures.

**To attain tenure a faculty member must be evaluated at a level of “excellent” or higher in teaching and research/creative endeavors and at the level of “good” or higher in service.** A favorable recommendation for the granting of tenure by tenured faculty is basically a prediction

that the faculty member under consideration will continue to perform at a same or greater level, post-tenure.

a. Teaching

Untenured faculty, to meet minimum requirements for tenure, should be assessed at the level of “good”; that is, the meeting of expectations, as a classroom teacher and mentor to students.

Should the faculty member wish to demonstrate excellence in this area, he or she might provide evidence of attainment of instructional awards; attainment of external grants devoted to the development of innovative teaching techniques and student advising or student performance assessment methods; the presentation at regional, national or international conferences of techniques and methods that advance pedagogy or the evaluation of student performance; or the publication of peer reviewed journal articles that address important or interesting attributes of teaching, measurement of student achievement or issues related to student advising or other relevant materials or both

b. Research and Creative Work

Quality work, in either academic publishing or through any given creative endeavor, must be recognized as such in some formal way by one’s peers if it is to have a chance at exerting influence in one’s discipline. The tenured faculty shall be willing to evaluate any reasonable example of scholarship or creative activity that addresses an interesting or important issue, area or process in mass communication. In exchange, the candidate must provide the tenured faculty with external evidence that the creative or scholarly activity has achieved recognition as an example of an interesting or important contribution to one’s field of study or creative endeavor, or has the likelihood of doing so post-tenure.

Generally speaking, the fewer scholarly or creative products a candidate has for tenure produces during probation, the more those products must demonstrate influence, or the likely prospect of influence, on one’s field of study or creative interest post-tenure. Therefore, candidates for tenure

are encouraged to produce as many scholarly or creative products as necessary to clearly demonstrate influence at present, or the likely prospect of influence on his or her area of interest post-tenure. What constitutes “as necessary” is that which gives the tenured faculty confidence that quality scholarship or creative activity will continue post-tenure once the pressure of attaining tenure is no longer present.

Excellence in research or creative endeavors might include convincing evidence of research or creative activity that has achieved demonstrable recognition in one’s field by virtue of its influence on that field, using contemporary and generally accepted measures of influence. Such evidence can include, but is not limited to, publication in peer-reviewed academic journals, academic awards or professional awards for creative work, external research grants or grants designed to finance creative endeavors or extensive citations of one’s work by other scholars in the various venues of scholarship.

#### c. Service

The demand for service outside the university is especially prevalent in communication. Therefore candidates for tenure are encouraged to reflect on their skills as communicators and, in so doing, how those skills might be applied to the service of external constituencies. On the other hand, work within the university is also considered to be valuable.

Service is seldom sufficient, in itself, to assure a candidate of tenure. Service should complement one’s teaching and research or creative activity. Therefore a candidate for tenure should be careful to apportion his or her time to service with this in mind.

## **2. Reappointment Procedures**

Procedures for the reappointment review are similar to procedures for the tenure review and follow the criteria as set out in the OSU policies and procedures for reappointment. The Director is responsible for making the candidate’s reappointment review file available to the School’s Personnel Committee at least 14 calendar days before a meeting to discuss the candidate’s progress.

A cumulative record of documentation from previous A & D meetings will also be made available to the Personnel Committee. Based on the documentation provided, the Personnel Committee provides a written recommendation for reappointment to the Director. After reviewing the Personnel Committee's letter, the Director shall provide a letter to the candidate stating his/her recommendation for appointment, including a summary of faculty comments and suggestions. This letter of assessment and the faculty report will become a part of the candidate's reappointment file, which will be open to the candidate. The director will discuss the review and assessment with the candidate. If a negative assessment is made, the candidate has the right to submit a written response.

Comments also may be solicited from students, other relevant faculty members in the college or university and from outside reviewers.

The candidate's reappointment file and materials and a copy of the School's criteria and standards will be forwarded to the college advisory committee. The Dean will provide a letter to the candidate stating his/her recommendation for reappointment that includes a summary of recommendations from the college advisory committee.

### **3. Tenure Procedures**

In accordance with the OSU Faculty Handbook (See Section 1.4.2), all faculty members in the penultimate year of probation will be automatically reviewed for tenure unless they resign. A faculty member may request an early tenure review. Ordinarily, this is done after consultation with the School Director and the tenured faculty members in the department.

The candidate compiles and submits a file that documents her or his professional accomplishments in accordance with the criteria, standards and guidelines the School established in this document.

The Personnel Committee of the School will advise the Director regarding the qualifications of the candidate for tenure and follow the criteria as set out in this document and in the OSU policies and procedures for tenure. The Director is responsible for making the candidate's file and the School's tenure criteria documents available to the Personnel Committee at least 14 calendar days before the scheduled meeting date to discuss the candidate's petition. A cumulative record of A & D documentation and any outside reviews the Personnel Committee has solicited will be included in the candidate's file materials.

When appropriate, comments are solicited from students and from other faculty members and department chairs/heads in the college or university.

Personnel Committee members will individually review the candidate's file, considering the school's criteria, standards and guidelines for tenure, and will then meet to discuss the candidate's petition. A single letter of recommendation from the Personnel Committee are forwarded to the Director and given to the candidate. All minority opinions must be included in the letter.

Any member of the Personnel Committee may, before the submission of any recommendations to the Director, request that the candidate meet with the eligible tenured faculty to discuss, for purposes of clarification, the record of accomplishment the candidate submitted.

The Director will forward a written recommendation to the Dean, accompanied by an explanation of her or his judgment. The recommendation of the School's Personnel Committee and the candidate's complete file are also forwarded to the Dean. A copy of the Director's written recommendation is forwarded to the candidate and the Personnel Committee.

#### **4. External Peer Review**

The School will use external peer review in evaluations for tenure and promotion. Outside reviewers recognized as leaders in the candidate's discipline or profession will be asked to advise. The review will be done in the research and creative/scholarly area for those candidates who are seeking tenure or promotion or both on the strength of achievement in this area.

These guidelines will be used in external peer review:

- a. The candidate and the Personnel Committee each will identify three reviewers. To protect the time of external reviewers and to avoid unnecessary delays, the Personnel Committee should contact the reviewers and determine whether they are willing to serve in this capacity before providing them with the relevant documentation to be reviewed. The candidate or the Personnel Committee would then provide additional names if one or more of their nominees decline to serve. The goal is to obtain four reviews, two from individuals the candidate chooses and two from individuals the Personnel Committee chooses. Outside reviewers should hold a position in a peer institution equivalent to or higher than that the candidate seeks.
- b. Only the extent and the level of performance of the candidate's (a) research/creative/scholarly work and/or (b) public service will be evaluated; all other items pertinent to tenure and promotion must be judged by internal standards using local information.
- c. Candidates will have access to review letters unless they have waived their right to see them.
- d. Candidate will be encouraged to place in their file unsolicited external peer reviews (letters, referee's comments, etc.) provided they are unedited.

## **5. Cumulative Review Procedures**

As noted in the OSU Faculty Handbook (1.1.5.2) "For each tenured faculty member a cumulative review shall take place every five years. A review conducted to grant promotion qualifies as a cumulative review. The review shall be based on discussion and substantive documentation provided by the faculty member." The School's Personnel Committee shall provide written feedback, including a detailed description of the faculty member's accomplishments or

deficiencies. The cumulative review requires individual development plans for each faculty member. Faculty members are responsible for their own development consistent with School, College and University goals. Any formal development plan should respect academic freedom and professional self-direction, and it should be flexible enough to allow for subsequent alteration.

## **B. Promotion in Rank**

Consistent with OSU Faculty Handbook policies, individuals may be granted promotion at any time. At the level of assistant professor, the period for gaining tenure and promotion to associate professor should not exceed seven years. Individuals with truly outstanding credentials may be considered earlier.

For each level of promotion, successively higher levels of achievement are expected. In general, an appointment to assistant professor reflects a “good” level of achievement and potential for excellence, while promotion to associate professor rests on “excellent” achievements, and promotion to full professor is based on attainment of “outstanding” in assigned responsibilities and achievements at such a level as would provide national or international recognition in the discipline. These distinctions are further set forth in the following:

## **1. Standards for Promotion to Associate Professor**

Section 1.2 of the OSU Faculty Handbook governs promotions in rank. All rules enumerated below are subject to relevant sections of the university handbook.

Promotion to associate professor is typically granted with tenure and therefore the same criteria exist. That is, a faculty member must be evaluated at a level of “excellent” or higher in teaching and research/creative endeavors and at the level of “good” or higher in service.

Associate professor rank is generally regarded as a rank of transition to professor. Those who hold associate professor rank are expected to use their time in the rank to develop at least one outstanding area, an area that will distinguish that faculty member on a national or international level using usual and accepted measures of performance extant at the time of evaluation. Even if that faculty member never attains full rank, the School views attempts at achieving outstanding performance in at least one area of endeavor to have inherent merit.

Clinical faculty members will be evaluated primarily on the evidence of demonstrated excellence in teaching and service to the profession and the public. Teaching and service are especially important because these faculty members were hired mainly on the basis of their professional accomplishments and experience and their ties to the professional community, which are essential to the School's mission.

## **2. Standards for Promotion to Full Professor**

Promotion to Professor is based on attainment of “outstanding” performance in teaching or research/creative endeavors or both, and evaluation at the level of “excellent” or higher in the other area (teaching or research/creative endeavors), as well as at the level of “good” or higher in service.

The successful candidate for promotion to full professor must show consistent attention to scholarship, with continued professional development and outstanding achievement since the last promotion. Outstanding achievement in research/creative endeavors consists of significant accomplishment beyond the credentials submitted for promotion to Associate Professor and

usually includes reputable publication, or acceptance, of a single-authored book or monograph or a series of publications in major refereed journals since the last promotion. A candidate may instead present equivalent work that has demonstrably attained national or international reputation; however, the candidate must demonstrate, both to the department and to the outside reviewers, the work's equivalence. Outstanding achievement in teaching consists of demonstrated excellence in the classroom, as well as pedagogical or curricular innovation or creativity. Outstanding achievement in service consists of a record demonstrating serious commitment to the institution and the profession.

### **3. Standards for Promotion for Clinical Faculty**

Clinical Instructors, Clinical Assistant Professors and Clinical Associate Professors will be eligible to seek promotion after appropriate time of service in rank, usually within seven years from their initial appointment. Promotion to the next level for clinical faculty rests on evidence that demonstrates excellence in teaching and service. Clinical faculty will normally carry a heavier teaching load than their tenured and tenure-track colleagues and are expected to also excel at service to the School, the University and the professional community.